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The introduction to this paper overviews the project which was designed to provide the institute with contemporary, direct, and continuing feedback about basic issues and problems in teacher education for the disadvantaged. One page of information (gathered from proposals and from interim and final reports) is devoted to each of the 25 inter- and intrauniversity or university-school system activities which together involved the participation of more than 25 school systems and 150 institutions of higher education in more than half of the states. Brief descriptions are provided of the programs, which focused on various problems of curriculum development, interuniversity and interdepartmental barriers, preservice and inservice training, interracial noncommunication, and organizational innovation. Each report also includes the project title and focus, directors, participating institutions, objectives, outcomes, and publications. (JS)

EDO 30596

PROJECT REPORT / FIVE
DECEMBER, 1968

THE INTER-INSTITUTIONAL PROGRAM DEVELOPMENT PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A COMPENDIUM OF TWENTY-FIVE PROGRAM REPORTS 1966-1968

This publication has been prepared from proposals and from interim and final reports filed with the NDEA Institute for Advanced Study in Teaching Disadvantaged Youth, which supported these programs, wholly or partially.

A project supported by the Office of Education administered by the American Association of Colleges for Teacher Education in conjunction with Ball State University, Muncie, Indiana.
Richard E. Lawrence, Director

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INTRODUCTION

When the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth was conceived, one of its emphases was the development of programs which would provide the Institute's National Steering Committee and Task Force with contemporary, direct, and continuing feedback about the basic issues and problems in teacher education for the disadvantaged.

The Inter-Institutional Program Development Project (IIPD), initiated and supported by the Institute, was a unique effort to accomplish this objective. The IIPD is itself twenty-five discrete inter- and intra-university, or university-school system activities, involving the active participation of more than 25 school systems and 150 institutions of higher education, in more than half of the states in the nation.

In formulating the plans for the Inter-Institutional Program Development Project, the National Steering Committee and staff of the National NDEA Institute made a number of assumptions:

1. *There is a widespread recognition on the part of educators at all levels that the typical teacher preparation program found in colleges and universities today is not providing a realistic and substantive education for prospective teachers, especially for those preparing to teach disadvantaged children and youth.*
2. *There is a group of educators that wishes to deal with the problems involved in making changes in the professional preparation of teachers; this group needs the financial and moral support of a national body, in order to take practical steps towards attacking the problems of mass education in this area.*
3. *There are a number of institutions of higher education now preparing large numbers of teachers, which are ready to consider making significant changes in teacher education in order to make their programs more relevant.*
4. *No single teacher-preparing institution has the personnel, time, or financial resources to engage in the great variety of pertinent studies, workshops, colloquia and other programs that can be carried out under the aegis of the NDEA National Institute. With twenty-five groups of separate but inter-related programs in operation simultaneously, the burdens of staff commitment, financial responsibility, and the like, are distributed on a nationwide basis rather than assigned to one institution or two.*

Specifically, the IIPD project of the National Institute Program proposed—

1. *To develop the foundations for a continuing intra- and inter-institutional dialogue among persons who are, or should be, concerned with the improvement of programs for the preparation of teachers of the disadvantaged;*
2. *To plan or develop preservice programs for preparing teachers of the disadvantaged (a) which will incorporate the results of experience with special federally supported programs for inproving the education of the disadvantaged, and (b) which will promote better coordination of efforts to improve the education of the disadvantaged;*
3. *To provide opportunities for the in-service development of the teachers of teachers who will be responsible for implementing these new programs;*
4. *To provide the National Committee of the Institute with direct and continuing feedback on the basic issues and problems in teacher education for the disadvantaged with which the Committee is concerned;*
5. *To develop case study reports on programs for preparing teachers of the disadvantaged, and institutional change in teacher education;*
6. *To foster concern for a more relevant connection between graduate programs for the preparation of teachers of teachers and undergraduate, preservice teacher education programs.*

Although the National Committee developed criteria reflecting both the assumptions and the formal objectives of the Project, the actual proposals submitted, and especially those selected for funding, were the design of each group of educators and, as such, reflected their particular needs and facilities. Thus, the IIPD Project was not a collection of commissioned research projects; rather, it was an enterprise in which educators, by pursuing programs of benefit to their own locality—but under national sponsorship—could furnish data and experience useful to the national attack on the problems of preparing teachers for the disadvantaged. For some projects, IIPD funds furnished total financial support. For others, IIPD funds supported one or more components of the local program.

In actual operation, the IIPD programs more than verified the assumptions. With diversity and vigor, the programs attacked challenges of curriculum development, inter-university and interdepartmental barriers, preservice and in-service training, as well as the more intangible problems of interracial non-communication and organizational innovation.

In addition to fulfilling its objectives, the IIPD Project has achieved a productive by-product. A significant percentage of the programs initially—and modestly—funded by the Institute have now attracted local or other national funding and are expanding or deepening their original plans.

It is hoped that this compendium will indicate the scope of diversity of the IIPD Project, as well as the focus and the salient features of each program. Publications and further information about the programs themselves may be sought from each.

TITLE

Appalachia Cooperative Program in Teacher Education

FOCUS

in-service education

DIRECTOR

Robert B. Hayes, *Marshall University, Huntington, West Virginia*

INSTITUTIONS

Appalachia Educational Laboratory,
Charleston, West Virginia
Harrison, Kanawha, Logan, and Wood County
Schools

OBJECTIVES

- To identify the basic issues and problems in educating teachers of the disadvantaged.
- To develop the foundations for a continuing intra- and inter-institutional dialogue among persons who are concerned with the preparation of teachers of the disadvantaged.
- To provide opportunities for in-service development of teachers and teachers of teachers.
- To recommend next steps in the preparation of teachers for disadvantaged pupils.

PROGRAM

Three conferences were conducted in each of the four public school systems involved. These particular counties were named because of a large involvement in programs for disadvantaged pupils and because their locations made it possible to include many college instructors with a minimum of travel. The aims of each conference were arranged to permit a full coverage of the project objectives and to permit each individual conference to give attention to a specific topic. The conferences provided an opportunity for persons with varied backgrounds and assignments to discuss topics vital to provision for improved educational opportunities for the disadvantaged.

Conference A—The Disadvantaged Pupil

As the title indicates, the participants focused their attention upon the identification of the disadvantaged pupil with the aim of creating better understanding of the pupil, his problems, and his educational needs. By bringing together individuals who see the pupil in both school and nonschool activities it was hoped that the understanding of each would be broadened, and that the college staff member in particular would have an opportunity to touch upon information not available from other sources.

Conference B—The School Program

This session was devoted to two approaches to the school program. One approach aimed to inquire into the local school experiences provided for disadvantaged pupils while the other approach studied successful innovations in educational programs for the disadvantaged. Selected programs were described in detail for the group through the printed page and in introductory materials.

Conference C—Teacher Preparation

The final conference was planned as sequential to the first two. It considered present teacher preparation assets and inadequacies with positive suggestions for improvement. By bringing both practitioner and the teacher of teachers together it was expected that the two phases of teacher education—preservice and in-service—would be discussed and subjected to change.

OUTCOMES

- Two evaluation meetings revealed that the conferences increased communication between college staff members and public school personnel.

PUBLICATIONS

"Two Papers from the Appalachia Cooperative Program in Teacher Education." AACTE, Washington, D.C.

FOCUS

preservice education

in-service education

TITLE

The Atlanta Area Workshop on
Preparing Teachers to Work with Disadvantaged Youth

CO-DIRECTORS

Wilmer S. Cody, *Urban Laboratory in Education, Atlanta, Georgia*
Lynn F. Shufelt, *Atlanta Area Teacher Education Service, Atlanta, Georgia*

INSTITUTIONS

Southern Association of Colleges and Secondary Schools
Southern Georgia Component of the Southern Educational Laboratory
Urban Laboratory in Education
Atlanta Area Teacher Education Service

OBJECTIVES

- To convince the participants that teachers who work with disadvantaged children have special problems.
- To generate ideas or descriptions of model preservice and in-service programs for teachers.
- To establish plans for specific programs by involving participants in the process of designing teacher education programs.

PROGRAM

The workshop was not intended to create, by itself, changes in the participating institutions, for the process of revising or creating new educational programs in colleges and school systems is far too complex for a three-day workshop. Nor did the participants come to the workshop with an institutional commitment to adopt new programs. The workshop was planned to create such a commitment within the individual participant by putting him through a series of carefully designed experiences. The "set" that the participants brought to the workshop varied—from ignorance of the need for special education programs, to firm commitment to specific programs of change. The purpose of the workshop was to move as many participants as possible to this latter position.

The workshop structure had two main features that were designed to accomplish its aims. The first was a series of addresses at the general sessions by four speakers and a panel of teachers. These addresses demonstrated the need for teacher education and described the nature of program alternatives. The other feature of the workshop, the small group session, was the vehicle intended to accomplish the commitment of each participant to some program. The ten group chairmen outlined a sequence of tasks to follow and by the last session, each group produced several descriptions of teacher education programs.

Suggestions came from all ten groups in the areas of selection of teacher candidates, new features for programs, and organizational methods.

PUBLICATIONS

Proceedings. Urban Laboratory in Education, Atlanta.
"The Atlanta Workshop on Preparing Teachers to Work with Disadvantaged Youth." AACTE, Washington, D.C.

OUTCOMES

- The creation of a task force, representing the school systems, colleges, and other organizations in the Atlanta area. Such a task force will encourage creation of new teacher education programs and will serve as the communication vehicle and forum for problems of common concern.
- The workshop sponsors' agreement to provide assistance in creating or revising teacher education programs in or between the school systems, the colleges, and the universities.

TITLE

The Bethel Program

DIRECTORS

Arthur Pearl, *University of Oregon, Eugene, Oregon*
Sylvia Belton, *University of Oregon, Eugene, Oregon*

FOCUS

preservice education

in-service education

paraprofessional education

INSTITUTIONS

University of Oregon, Eugene, Oregon
Bethel (Oregon) School District

OBJECTIVES

- To institute the New Careers Model in the school system, together with its training philosophy.
- To reconstruct the relationship of the classroom teacher to the student, to the curriculum, and to the goals of education.
- To incorporate these findings into the molding of a teacher training program both on preservice and in-service levels.

PROGRAM

The program's interrelated units included—

1. **The In-service Seminars** were instituted in three schools in the Bethel School District. Teacher enrollment in the seminars was completely voluntary, however, only teachers who attended the in-service seminars were permitted to have teacher aides.

Seminar goals were—

To minimize the remoteness of teacher education from classroom practices by having university personnel run such a seminar at the school, dealing specifically with the issues of that school; and, additionally, to develop seminar topics through the use of teacher observations, interviews, and videotapes of the teachers' classrooms;

To develop skills in the teaching function and in the packaging of curriculum applicable to the classroom (essentially a learning-by-doing model in order to allow for transfer and generalization);

To aid the teacher in program design for development of the job description of the teacher aide.

Each seminar was based on the small-group-process model using a problem-solution approach as basic instructional method.

2. **The Teacher Aides** were selected from the Upward Bound program at the University of Oregon. Among their number were Mexican-American youth, Negro youth from the Portland area and the Astoria Job Corps, and Caucasian youth from the Oregon area. Since most of the students were enrolled in university courses, they were allowed to work as teacher aides or research aides as a part of the university's work-study program. Preservice training for the teacher aide was provided in conjunction with the department of teacher education at the University of Oregon.

3. Three additional teachers were hired as program consultants and **Release Time Teachers.** Their responsibilities were (a) to release teachers from their classrooms in order to observe other classes; and (b) to observe teachers in order to help them evaluate their own teaching.

4. **The Quality Control Research** component included the monitoring of the teacher seminars, interviews to probe attitudinal changes, videotapes of classroom situations, and monitoring by classroom teachers.

OUTCOMES

- Data for evolving programs similar to the Bethel Program.
- Model designed for other Title I training programs.

PUBLICATIONS

"The Bethel Project." AACTE, Washington, D.C.

TITLE

The Cleveland-Ohio State University Project

FOCUS

preservice education

in-service education

DIRECTOR

Virgil Blanke, *Ohio State University, Columbus, Ohio*

INSTITUTIONS

Cleveland Public Schools
Ohio State University
Michigan-Ohio Regional Educational Laboratory (MOREL)

OBJECTIVES

- To build a different image of the large city in the minds of university personnel through faculty visitations to the inner city.
- To utilize the expertise of the university in solving the problems of Cleveland's public schools.
- To encourage public school personnel to increase their own competencies.
- To provide an opportunity for professors to explore and learn from an inner-city environment. This increased professorial involvement in the life of large city schools should, presumably, make student experiences on campus more meaningful.
- To provide an opportunity through which the research and development activities expected from most professors can grow out of and help to solve the problems of elementary, secondary, and teacher education.

PROGRAM

IIPD support was divided equally among four projects in the overall strategy developed by Ohio State University and the Cleveland public schools:

1. Planning and evaluation of the entire Cleveland-Ohio State University Project.
2. The Cleveland Inner-City Teacher Project, an applied research effort to effect behavioral change in inner-city teachers.
3. Development of an elective program for prospective elementary teachers of the disadvantaged, in which inner-city schools would be used for laboratory experiences at the undergraduate or graduate level. Selected classroom teachers from inner-city schools would be utilized as resource people, particularly in undergraduate classes.
4. Visitation Project, wherein selected professors from the college of education at Ohio State University spent three consecutive days in Cleveland to become more aware of educational problems in the inner-city and their relation to teacher education; to increase the dialogue between professional educators in Cleveland and their colleagues on the campus; and to precipitate development projects to work on the problems articulated through the visits.

PUBLICATIONS

Internal reports.

OUTCOMES

- A proposal for a middle elementary team teacher education project, to prepare teachers for grades 4, 5, 6. The proposal emphasized preparation of teachers with a commitment to urban education, to upper grade elementary teaching, and with a subject area speciality.
- A proposal for the development of new teacher education preparation through five new teacher education programs for the inner city. These were developed by Ohio State University, with the cooperation of the Cleveland and Columbus public schools, and related university and municipal agencies.
- The concept of human development teams, a new instrument in professional education, developed into a proposal ready for a pilot program.

TITLE

Collier County (Florida) Institute
for Teachers of Disadvantaged Children and Youth

DIRECTOR

Robert E. Hendricks, *University of Miami, Coral Gables, Florida*

FOCUS

curriculum development

preservice education

in-service education

INSTITUTIONS

University of Miami, Coral Gables
University of South Florida, Tampa
University of Tampa, Tampa
Florida Atlantic University, Boca Raton
Barry College, Miami
Collier County Board of Public Instruction
Florida State Department of Education
National Teacher Corps (team)

OBJECTIVES

- To facilitate communications among five institutions in order to develop programs cooperatively.
- To sensitize educational leaders in the cooperating agencies to problems in Collier county, and to develop understanding of the problems and values of the disadvantaged, especially the migrant worker.
- To introduce methods, materials, and consultative resources to the cooperating agencies.

PROGRAM

The Institute comprised several related experiences. A two-week intensive core study for participants (20 institutional representatives and more than 50 classroom teachers and administrators) constituted the major focus of the Institute. The study included consultation, lectures, interaction, training in group dynamics, information and reaction sessions with representatives of the migrant population of the county, together with personnel from the public resources available to the disadvantaged. Visitation of homes and on-site consultation with migrant citizens was another major input to the Institute, as was classroom visitation and demonstration. Reinforcement sessions followed the two-week meeting and visitations, and a final day-long conference at the University of Miami completed the Institute's formal program.

OUTCOMES

- Significant, original contacts with individuals and organizations interested in disadvantaged youth.
- The beginning of long-range planning sessions among the representatives of the higher education institutions. Some tentative agreements were reached for cooperative action in both preservice and in-service education of teachers. These plans include, among other items, a field experience for all prospective teachers attending the University of Miami (and several other cooperating colleges) as part of their preservice education experience. Student teachers are to be placed in the schools of Collier county. Extensive workshops were planned for in-service programs and a large scale curriculum study was designed.
- Individual and group projects—an assignment during the Institute—with a productive sharing of ideas, methods, and resources by the participants. Curricular innovations were suggested by some; others began informal research worthy of more intensive study. Content for future teacher workshops and institutes will be determined from such reports.

PUBLICATIONS

Internal reports.

TITLE

Cooperative Urban Teacher Education (CUTE)
(NDEA Institute funds were used to plan the CUTE program.)

FOCUS

preservice education

DIRECTOR

Grant Clothier, *University of Missouri, Kansas City, Missouri*

INSTITUTIONS

Mid-Continent Regional Educational Laboratory (McREL)
Kansas City Public Schools
William Jewell College, Liberty, Missouri
St. Mary College, Xavier, Kansas
William Woods College, Fulton, Missouri
Lincoln University, Jefferson City, Missouri
Baker University, Baldwin, Kansas
Rockhurst College, Kansas City, Missouri
Avila College, Kansas City, Missouri
Missouri Valley College, Marshall, Missouri
Mt. St. Scholastica College, Atchison, Kansas
Central Methodist College, Fayette, Missouri

OBJECTIVES

- To develop a program to prepare teachers of the disadvantaged.
- To develop faculty awareness in participating institutions.
- To develop patterns of cooperation among participating institutions.

PROGRAM

The members of the Cooperative Urban Teacher Education Project determined to develop a preservice teacher education curriculum, the content of which would develop the understandings, attitudes, and skills essential to an effective teacher. The framework of the curriculum is the empirically-derived "sequence of concerns" developed by the Texas Research and Development Center at Austin. Curriculum content is coordinated with field experience in such a manner as to enable the prospective teacher to gain a deeper understanding of himself and the pupils with whom he will work.

Instructional teams are composed of a psychologist, a sociologist, and two teacher educators. Students will be enabled to—

Work with public school personnel; visit homes, schools, and urban deprived areas; talk with public and private agency personnel; work with children in tutorial programs and community center activities; study and discuss, in seminar situations, the problems they encounter in their field experience; and engage in a full-time student teaching experience in an urban deprived school.

Use will be made of seminars, workshops, and videotapes of the student teacher's classroom teaching.

PUBLICATIONS

(Partial description) "Operation Probe." McREL, Kansas City, Missouri.

OUTCOMES

- As teacher education programs feel the impact of CUTE activity, classroom environments may begin to be restructured.

TITLE

Design of an Interdisciplinary Model
for Preparing Teachers of Disadvantaged Youth

FOCUS

curriculum development

CO-DIRECTORS

Roland B. Kimball, *University of New Hampshire, Durham, New Hampshire*
Stuart H. Palmer, *University of New Hampshire, Durham, New Hampshire*

INSTITUTIONS

University of New Hampshire
Keene State College, Keene, New Hampshire
Plymouth State College,
Plymouth, New Hampshire

OBJECTIVES

- To develop, through a weekly seminar of scholars, a teacher preparation design in the context of a three-dimensional model.

PROGRAM

Twelve interdisciplinary planning seminars were held (February-June, 1967). Eight academicians were involved in the seminars: three educationists from the three institutions, three sociologists, one psychologist, and one social psychologist. Seminar sessions were devoted to discussions of psychological variables relevant to the problem of in-service training for elementary teachers. Sessions were concerned with the pertinent theoretical approaches of the behavioral sciences and with methodological approaches in combining practice with theory.

PUBLICATIONS

Internal reports.

OUTCOMES

- A comprehensive, experimental, three-phase model for in-service teacher training for elementary teachers of the disadvantaged. The three phases of the project would extend over a period of three years. During the first year, data about urban and rural elementary schools and their teachers would be collected, systematically gathered and analyzed. The second phase would involve summer institutes for teachers in the above schools. Each institute would enroll thirty teachers for eight weeks.

One institute would focus on interpersonal behavior, emphasizing sensitivity training. A second would emphasize direct, cognitive training. A third would combine the sensitivity and direct approaches. The fourth, and fifth would be control groups, with study in a general academic sense. The remaining control group would not engage in any formal study during the summer. Thus six experimental groups, and four control groups of teachers were planned.

The third phase would be a two-year evaluation of the summer institutes. A major measure of success would be academic achievement of the students whose teachers participated in the institute; a secondary measure would be the psychological adjustment of the students.

The plan seeks to determine—

Which, if any, of the three types of training is most effective with regard to teaching disadvantaged children?

What are the relative impacts of the three training methods on teachers previously designated effective and ineffective?

What urban-rural differences enter into problems of teaching disadvantaged children?

How effective are summer institutes?

The specifics of the training program are to be derived, in part, from analysis of the data about the schools, teachers, pupils, and communities involved. This analysis will be shaped by appropriate theoretical constructs from the behavioral sciences, but will be meaningful to practitioners because it is grounded in data of the real world which the trainees daily confront.

TITLE

The Faculty and the Urban Child

FOCUS

preservice education

in-service education

faculty development

DIRECTOR

Miriam C. Everette, *D.C. Teachers College, Washington, D.C.*

PROGRAM

Designed in two related parts, the program was concerned with, first, urban poverty and faculty development; and, second, with teacher preparation programs, including elementary and junior high school education.

The important features of the program were its utilization of the team teaching concept, with senior students from the D.C. Teachers College as team leaders. Assigned part-time in a paid capacity, these senior students were themselves products of the urban inner-city situation. The student teacher teams were also used to demonstrate new techniques and methods for handling learning problems in the inner-city classroom.

In addition, the program provided the following experiences for the faculty:

1. An initial meeting of academic faculty from the various institutions, with opportunity given to express current views toward the disadvantaged, and toward their disciplines in relation to the disadvantaged;
2. An opportunity to see the teaching team and pupils at their specific institutions, and to observe their student teachers in action with the actual children, in a normal lesson. A discussion of the problems with which the student teachers had to cope followed the visit.
3. Language arts lesson, with opportunity for each faculty member to work personally with a child or small group of children.
4. Opportunity to visit the Hine Junior High School (Washington, D.C.) to see students at work.
5. Discussions of the program's effects, as a small wedge in changing the training of future teachers of the disadvantaged.

Among the field experience provided for the students were teaching – learning interaction in actual classroom situations with large and small groups of disadvantaged children; reinforcement of teaching resources through meaningful practical workshops, and use of consultant-lecture service; field trips to involve pupils and student teachers in actual community resources and experiences; experiences involving opportunities to revise, innovate, and create activities to meet specific needs of the teaching-learning situation; instruction in use of and value in using multi-media equipment; opportunities to demonstrate teaching disadvantaged children at their respective institutions with reactions from faculty observers.

INSTITUTIONS

District of Columbia Teachers College
American University, Washington, D.C.
Trinity College, Washington, D.C.
Dunbarton College, Washington, D.C.
District of Columbia Public Schools

OBJECTIVES

- To improve teacher education programs at local college and university levels cooperatively, with an increasing concern for training future teachers to teach the disadvantaged.
- To demonstrate prototypes at cooperative teaching centers.
- To extend the professional experiences of D.C. Teachers College students, and to provide opportunities for pre-professional experiences of senior students in cooperating institutions.
- To increase the flow of qualified teachers into inner-city schools, especially those of the District of Columbia.

PUBLICATIONS

Internal reports.

OUTCOMES

- A more permanent yet flexible relationship among the institutions in working cooperatively to improve teacher education programs.

TITLE

Harvard-Boston Summer Program

DIRECTOR

George B. Thomas, *Harvard University, Cambridge, Massachusetts*

FOCUS

in-service education

preservice education

INSTITUTIONS

Harvard University Graduate School of Education
Boston (Massachusetts) Public Schools

OBJECTIVES

- To place twelve doctoral students from the Harvard Graduate School of Education as interns in the Harvard-Boston Summer Program Institute, 1967.
- To provide in-service education for sixty teachers from Boston's seventeen compensatory school districts;
- To emphasize curriculum development, especially language arts.

PROGRAM AND OUTCOMES

The Institute concentrated on the development and classroom-testing of curricula and teaching methods especially relevant to disadvantaged youth. It aimed not only to developing new materials and procedures, but also to sensitize teachers to the constant need for improvement of such materials and procedures.

The Institute participants and faculty members were divided into eight teams, each responsible for sixty children. Each team consisted of a four-member faculty—a language specialist, a specialist in another subject matter area, and two highly experienced teachers—and ten participants—nine less-experienced teachers and one intern. Two teams concentrated on primary children, and six concentrated on intermediate and junior high school age children.

On each team, in addition to the faculty and teacher-participants, was a present or future teacher-of-teachers: a doctoral candidate or faculty member from one of the universities in the Boston metropolitan area. The institute helped to bring these dozen interns into contact with live classroom problems, while demanding of them full participation in the planning and teaching.

During the summer, the entire team planned and taught together. Thus, faculty members served not as lecturers in conventional summer-institute fashion, but as classroom teachers, planning and teaching with other teachers. Such shared responsibility contributed to an atmosphere of mutual confidence, as well as informality of relationship. The conventional lines between institute faculty and institute participants were deliberately blurred. Both teachers and teachers of teachers profited from working together on shared problems.

The institute focused on the teaching of children. The main curriculum was curriculum development *in vivo*. Participants saw other people teach—perhaps for the first time since their student-teaching days. They planned lessons jointly and jointly evaluated their effectiveness. They were exposed to unfamiliar curricula, and to the teaching methods of participants who taught differently from the way they themselves were taught to teach. In short, the institute's prime role was to provide a place for meaningful professional intercourse for teachers who had been far too long isolated. The successful participant saw himself anew, saw disadvantaged youth from a new point of view, and found out about new curricula and new modes of pedagogy.

For the first week of the summer, participants and faculty met to examine new curricula and make preliminary choices of courses and course materials for the children whom they taught. Starting the second week, children came for three-hour morning sessions. The participants and faculty taught the new curricula in the morning sessions and, in three-hour afternoon group sessions, evaluated their teaching and continued planning.

Since the chief mode of transmission in the institute was demonstration, the participants did not expect to receive a neatly summed-up body of knowledge previously agreed upon by the faculty. Rather, the mutual exploration of the relevant themes (especially those concerning language development) by means of teaching children, and by talking about the teaching, developed both knowledge and ways of looking at problems in curriculum development.

PUBLICATIONS

Internal reports.

TITLE

Improving the Preparation of Teachers for the Urban Schools

FOCUS

faculty development

ACTING DIRECTOR

Francis X. Guindon, *Massachusetts Division of State Colleges*

OBJECTIVES

- To increase faculty awareness of current issues and problems, in order to prepare teachers to deal more effectively with the side-ranging educational needs of individuals and subcultures found in the urban schools.
- To implement the findings of the Laboratory-Seminar on Urban Teaching Problems conducted by the Division of State Colleges and the Anti-Defamation League of B'nai B'rith in 1966. (The conference recommended more intense study of the educational problems of the disadvantaged as a task of high priority for the state colleges.)

INSTITUTIONS

Massachusetts State College at Boston
Massachusetts State College at Bridgewater
Massachusetts State College at Fitchburg
Massachusetts State College at Framingham
Massachusetts State College at Lowell
Massachusetts State College at North Adams
Massachusetts State College at Salem
Massachusetts State College at Westfield
Massachusetts State College at Worcester
Massachusetts College of Art

PROGRAM

The first meeting selected members for a Council on Urban Education (CUE). It included three college presidents and representatives who had been participants at the Laboratory-Seminar from each of the ten colleges involved in the project. CUE had the responsibility for overall planning and development of long-range inter-institutional programs for the development of attitudinal changes in faculty members, and this in order that they would be more attuned to the psychology and outlooks of the disadvantaged, more receptive to curricular changes in the college program.

Task forces were appointed on each college campus. It was suggested that such agencies would study the problems relating to educating the disadvantaged on each individual college. and to make significant recommendation. Each college task force included the college president, the academic dean, the director of teacher training, the participants of the 1966 workshop, department heads who supervise student teaching, and recent graduates teaching in disadvantaged areas.

Besides the pressure exerted from change by CUE and the task forces, the heavy involvement of student and beginning teachers in the program's work was a third change-agent. Task Force membership included this population on every campus.

The result of the interaction of the three forces—the Council, the task forces and student pressure—did much to develop faculty awareness of the many difficulties involved in dealing with members of different social, ethnic, and racial backgrounds. Part of the process of the study involved making an inventory of student experiences and curricula changes, inter-institutional cooperation in the sharing of new programs for apprentice teachers, in-service programs for teachers and administrators, improved cooperation with community leaders and social agencies, and the promotion of cooperative projects involving many disciplines in developing innovations in teaching materials and practice.

Each of the ten campus task forces recommended and, in some cases, initiated programs of particular value to its own locality. A conference in April, 1967 summarized the work and findings of CUE and the task forces.

PUBLICATIONS

Internal reports.

OUTCOMES

- In-depth study toward increased faculty awareness of problems of teacher preparation for urban areas on ten campuses.
- The creation of CUE to continue to coordinate present and future work.
- Development of USOE proposals for summer institutes for teaching of the disadvantaged.
- Future statewide meetings of the Task Force.

TITLE

Indiana Institutional Development Project
for Preparation of Teachers of Disadvantaged Children and Youth

DIRECTOR

John Dunworth, *Ball State University, Muncie, Indiana*

FOCUS

preservice education

INSTITUTIONS

Ball State University, Muncie, Indiana
Indiana State College, Terre Haute, Indiana
Indiana University, Bloomington, Indiana
Purdue University, Lafayette, Indiana
Indiana State Department of Public
Instruction, Indianapolis, Indiana

PROGRAM

The Indiana IIPD Project comprised two work-study conferences. In April and May, 1967, approximately forty educators from the four state universities and from federal and state agencies met to initiate an intra-state cooperative arrangement for preparing teachers of the urban disadvantaged. The majority of representatives have worked, or are working, with programs for the disadvantaged, and each was in a position to effect change in his institution.

During the first of the two-day conferences (both composed of key speakers, small group discussions, and special interdisciplinary work-groups), representatives identified issues in the teaching of disadvantaged youth. During the second conference they explored possible solutions and sought to agree on how these solutions might best be reached.

Most significant aspects of the program of work-conferences, according to the representatives, were:

The selection of dedicated and highly qualified institutional representatives; the success of small group discussions; the enthusiasm that existed during the conferences; the consensus that developed; the agreement of the representatives to continue meeting after federal funds were no longer available; the development of a plan for action.

During the summer which followed, a planning-writing committee, elected at the second conference, met to explicate the plan of action discussed at the conferences. The committee developed a tentative proposal which seeks funds for the establishment of a center in Indianapolis, Indiana (the first to be so located) for the development of teachers of disadvantaged children and youth.

The center, supported by the combined efforts, resources, and faculties of Indiana's four state universities, a public school, as well as through cooperative commitments of agencies and the State Department of Public Instruction, would serve as an urban laboratory for the training of the teachers of the disadvantaged.

OBJECTIVES

- To encourage specific planning to develop better programs for teacher education.
- To maintain the interests of Indiana universities, schools and others in the objectives of a Center for the improvement of teacher education.
- To encourage cooperative involvement of universities, public school systems, the State Department of Instruction and other organizations that share responsibilities for teacher preparation.
- To further the development of an innovative proposal emphasizing teachers of the disadvantaged and designed specifically to improve teacher-education programs.
- To realize to a greater degree the need for the program of teacher education to have the active support of faculties in the Arts, Letters, and Sciences.
- To create the desirability of a consortium or cooperative relationships which would facilitate the coordination and effective use of all educational resources of the four state universities, the public schools, and the State Department of Education and its agencies.
- To encourage increased flexibility of state certification requirements.

OUTCOMES

- A proposal: A Center to Assist in Preparing Teachers of the Disadvantaged submitted for funding, March 1, 1968.
- Continuing meetings among administrators to implement current plans or to explore alternatives.

PUBLICATIONS

Internal reports.

TITLE

An Institute for Advanced Study on Teaching Disadvantaged Youth

FOCUS

preservice education

research

DIRECTOR

Donald R. Cruickshank, *University of Tennessee, Knoxville, Tennessee*

OBJECTIVES

- To investigate whether or not teacher education curriculum can be modified to meet the pressing need to prepare teachers for work with disadvantaged youth. The investigation is to be carried out through an institute designed—
- To acquaint college representatives with the need to educate teachers to work with disadvantaged youth;
- To acquaint participants with the home, school, social, and economic environments of the disadvantaged;
- To acquaint participants with problems of teaching the disadvantaged;
- To acquaint participants with major college programs designed to prepare teachers for work with the disadvantaged;
- To acquaint participants with current materials useful in pre-service instruction and with the methods by which additional materials may be created;
- To provide opportunities for participants to consider how present programs of teacher education may be modified in order to prepare teachers to work with the disadvantaged.

INSTITUTIONS

Bryan College, Dayton, Tennessee
Carson-Newman College, Jefferson City, Tennessee
Eastern Tennessee State University, Johnson City, Tennessee
Knoxville College, Knoxville, Tennessee
Lee College, Cleveland, Tennessee
Lincoln Memorial University, Harrogate, Tennessee
Maryville College, Maryville, Tennessee
Tennessee Technological University, Cookeville, Tennessee
Tusculum College, Greenville, Tennessee
University of Tennessee, Knoxville, Tennessee

PROGRAM

The Institute brought together a consortium of colleges to pursue answers to questions such as the following:

What is it like to be disadvantaged?

What is it like to teach or work with disadvantaged children in urban schools?

What is it like to teach or work with disadvantaged children in rural schools?

What do teachers need to know to work more effectively with disadvantaged children?

What are the implications of the above questions and answers for the preparation of teachers?

What are some colleges doing to prepare teachers to work with the disadvantaged?

How can our present college programs be modified to assure adequate preparation of teachers to work with the disadvantaged?

In order to answer these questions, the Institute carried out diverse activities: lectures, large and small group discussions, field visits, readings, panel discussions, field study (surveys of problems of teachers working with disadvantaged youth).

PUBLICATIONS

"The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools." AACTE, Washington, D.C.

"Perceived Problems of Rural Classroom Teachers of the Disadvantaged." AACTE, Washington, D.C.

OUTCOMES

- As a result of an evaluation subsequent to the Institute, specific outcomes can be seen in the addition of new courses or field experiences for the students.
- Description and results of the field study (see Program) have been published.
- A long-term interest in working together on the part of the cooperating institutions was established.

TITLE

Integrated Teacher Education Project

DIRECTOR

J. Myron Atkins, *University of Illinois, Urbana, Illinois*

FOCUS

preservice education

INSTITUTIONS

University of Illinois, Urbana, Illinois
Chicago (District 8) Public Schools

PROGRAM

The first part of the program was the development of an information pool about the community and its resources that could be used in support of teacher education in the community. Through interviews and visits, contacts were made with a variety of social agencies and information was collated for integration with future programs.

As an outgrowth of these efforts, a joint proposal was drawn up for the development of a staff instructor of teaching, and a workshop for the orientation of new elementary school principals. The staff instructor, an employee of the Chicago public schools, would assist neophyte teachers into full professional stature and provide a link between student teaching and first year teaching. Both of these programs are to be limited to schools in disadvantaged areas.

Procedures followed to increase the involvement of the University staff and students with the problems of schools in disadvantaged areas included a series of six seminars conducted for the staff of the university. An all-day conference was held wherein discussions between representatives from community organizations and the public schools in District 8 and university staff were held. The Ecumenical Center, the Chicago Police, the Midwest Community Council, the Youth Development Center, the West Side Boosters and the Midwest Urban Progress Center were among the community agencies represented.

Students were encouraged to do their student teaching in schools in Chicago disadvantaged areas. To provide background, juniors from the University were given an opportunity to visit several schools of this type.

OBJECTIVES

- To foster discussion between the university and the Chicago Public Schools that would lead to a cooperative venture designed to improve teaching in schools in disadvantaged areas.
- To increase the commitment of the university staff and students to improvement of urban schools.
- To create a climate where changes in the teacher education program might prove possible, and to provide some direction in which such changes might move.

Finally, the project sought to strengthen the experiential portions of the university's teacher preparation program before and after student teaching. The staff instructor of teaching, as stated in the proposal, would provide the necessary link between student teaching and the first year of teaching. The viewpoints that evolved in developing this curriculum were used to strengthen the existing teacher preparation program. In addition, a portion of the funds was used to explore the possibilities of developing an experience component for an introductory social foundations course. An assistant was employed to maintain contact with a small group of undergraduates who participated in a VISTA Associate program in Chicago this summer. The assistant then worked with the students when they returned to their social foundation class in the fall. This was an exploratory operation designed to discover if such an experience makes any difference in the student's ability to comprehend the subject matter of the social foundations course and to see if any of the components of this experience can be duplicated through simulation at some later date.

OUTCOMES

- A proposal for an in-service curriculum project for Staff Instructors of Teaching and for the Orientation of Inexperienced Elementary School Principals.
- Number of student teachers in disadvantaged area schools raised from 2 in 1966-67 school year to 40 in 1967-68.

PUBLICATIONS

Internal reports.

TITLE

Interdisciplinary Committee to Study
Preparation of Teachers for Disadvantaged Youth

FOCUS

faculty development

curriculum development

DIRECTOR

Robert W. MacMillan, *University of Rhode Island, Kingston, Rhode Island*

INSTITUTIONS

University of Rhode Island,
Kingston, Rhode Island

OBJECTIVES

- To institute an interdisciplinary dialogue within the university community concerned with the preparation of teachers for disadvantaged youth.
- To arrive at some promising innovations related to experimental ideas for improving teachers for the disadvantaged.
- To provide a foundation for planning a teacher education program to prepare individuals for working with the disadvantaged.

PROGRAM

The department of education initiated an interdisciplinary dialog within the university community. A committee, formed from many areas of study at the university, came to grips with some of the basic problems of preparing teachers for the disadvantaged. As part of their responsibility members of the committee were asked to recommend specific ideas as they pertained to their particular disciplines. In order to facilitate the work of the committee, specialists in education and psychology were included. One serious deficiency in the proposed teacher education program was immediately identified when sociologists declined the committee invitation.

To assist the committee in its deliberations, individuals from public education and community agencies directly concerned with the disadvantaged child were brought to the university in the capacity of consultants.

The seven meetings had two emphases: the first two were concerned with general questions; the next four were occupied with consultants and field trips to classrooms of the disadvantaged, and with discussion. The last meeting proposed recommendations for the group to make collectively, but participants also rendered individual proposals.

PUBLICATIONS

Internal position papers.

OUTCOMES

- A revision of the general teacher education curriculum (this is an initial phase of a planned extensive revision of the curriculum).
- A proposal, funded by the USOE, for the preparation of cooperating teachers to work with student teachers in the area of the disadvantaged.
- A proposal, funded by the USOE, for the training of teachers as researchers in the area of the disadvantaged.

TITLE

Inter-Institutional Institute on the Contributions of Disciplines Other than Professional Education to the Preparation of Teachers of Disadvantaged Youth

FOCUS

faculty development

preservice education

CO-DIRECTORS

Lyle Hanna, *California State College at Los Angeles, Los Angeles, California*
Arthur Marion, *San Fernando Valley State College, Northridge, California*

INSTITUTIONS

California State College at Los Angeles
San Fernando Valley State College, Northridge, California
California State College at Long Beach
Dominguez Hills State College

OBJECTIVES

- To determine the contribution of other disciplines in preparation of teachers for the disadvantaged.
- To solicit such contributions from selected representatives of the liberal arts and science faculties, as well as representatives from the student bodies, the communities, the public schools, and the State Department of Education.

PROGRAM

A two-day institute was held in May, 1967, at the California Teachers Association Monte Coronoa Conference Center. Focused on the preservice preparation of teachers, representatives from the two host institutions and two cooperating institutions attended sessions with consultants and discussed the presentations in both large and small group meetings. These discussions were joined by representatives of the public schools, the community at large, and representatives of the State Department of Education.

In the California State Colleges, the preparation of teachers is a joint responsibility of the schools of education and the other schools in each college. About 82 per cent of the prospective teacher college program is the responsibility of disciplines other than education. This means that schools of education provide only 18-24 semester hours of education courses which must include student teaching, foundation courses, and methods and techniques of teaching.

With approximately 100 semester hours of a prospective teacher's college program falling outside the schools of education, the main issues considered by the institute were these:

1. The contributions of disciplines other than professional education to the preparation of teachers of disadvantaged youth;
2. Experimental undergraduate degree programs that may be appropriate for teachers of disadvantaged youth;
3. The process of implementing experimental programs in higher education.

OUTCOMES

- The continued and more intense involvement of the areas outside education in the problems of educating the disadvantaged.
- The development of maximum communication so as to share ideas and program results.
- A proposal that a committee be established and funded if necessary to continue the development of sensitivity to the needs of future teachers for disadvantaged youth.

PUBLICATIONS

Internal reports.

TITLE

Intra-University Seminar

FOCUS

faculty development

DIRECTOR

Edward Lindell, *University of Denver, Denver, Colorado*

INSTITUTIONS

University of Denver
Denver social and community agencies

OBJECTIVES

- To sensitize an interdisciplinary faculty group to the problems of disadvantaged youth in the Denver metropolitan area, and to the potential for improvement of teacher education for such youth through the preparation programs of the University of Denver.

PROGRAM

A series of seminars engaged the faculty within the college of arts and sciences and the college of education during winter, spring, and summer quarters, 1966-67.

The seminars were concerned with four areas:

Problems of differentiating the disadvantaged in the Denver metropolitan area;

Analyzing the structure of teacher education and the contributions of the respective components of the University of Denver toward the improved education of teachers;

Surveying and analyzing the school as a social system, and the school within the context of the general community in the Denver metropolitan area;

Cross-fertilizing the faculty with ideas, knowledge, and facts that might undergird improvements in the teacher education program.

Collateral work with various agencies involved the seminar participants with—among others—the Denver Urban Renewal Authority, Neighborhood Health Centers, the Urban League, Denver public schools, Denver Opportunity Home, and state homes for boys and girls.

PUBLICATIONS

Internal reports.

OUTCOMES

- Increased faculty participation in various programs for disadvantaged youth; preparation of teachers for such youth now sponsored by the University.

TITLE

Language Education for the Disadvantaged

FOCUS

preservice education in language

CO-DIRECTORS

Russell Hill, *Temple University, Philadelphia, Pennsylvania*
Norma Furst, *Temple University, Philadelphia, Pennsylvania*

INSTITUTIONS

Temple University, Philadelphia

OBJECTIVES

- To improve a neglected area: language education;
- To intensify cooperation among the colleges of Temple University;
- To increase communication among local college personnel and public school people.

PROGRAM

The Seminar in Language Education for the Disadvantaged had three stages:

The first stage drew together interested personnel within Temple University to discuss the mutual concerns of linguistic education for preservice teachers. The second stage brought together public school personnel and higher education personnel, chiefly from the Philadelphia geographic region, to discuss the major questions of language education. The third stage was projected as an attempt to establish a continuing relation among the college staff members from the Philadelphia area.

While the well-documented problems of the disadvantaged child have underscored a need for a new look at teaching English, the need for teachers of all children to have a better understanding of the nature of language, its function, and its recorded contribution to the culture is a area of study which poses many complex questions. IIPD funds provided the College of education at Temple University with opportunity to begin work on some of these questions.

OUTCOMES

- Continuing developmental meetings for the Philadelphia area.

PUBLICATIONS

"Temple University Seminar: Language Education for the Disadvantaged." AACTE, Washington, D.C.

TITLE

The Preparation of Urban Teachers: A Syllabus.

FOCUS

curriculum development

preservice education

DIRECTOR

Harry Rivlin, *Fordham University, New York City*
Coordinator: Valda Robinson, *Fordham University, New York City*

OBJECTIVES

- To develop materials for a specific teacher education program (Fordham) that could be utilized in this and other urban areas faced with the task of preparing more effective teachers for their schools.

INSTITUTIONS

Fordham University
New York City Public Schools

PROGRAM

In February, 1967, Fordham University introduced a new teacher education program. Translating the new plans into usable materials was a challenge that was met by participation in the IIPD project of the National Institute. After determining the overall structure of the materials, consultants were then asked to participate from public and private schools, from other institutions of higher education, and from disciplines other than education. Besides education, disciplines represented were anthropology, educational psychology, social psychology, and sociology. Within education, areas represented were administration, curriculum, guidance, and supervision.

An initial meeting was held at Fordham University, March, 1967, for overall orientation to the project. The new Fordham Urban Teacher Education Program was discussed, and the purpose of the NDEA National Institute for the Advanced Study in Teaching Disadvantaged Youth was presented.

At an initial meeting (March, 1967) four committees were formed to prepare materials for four courses. Each committee comprised consultants from different schools, different universities, and different disciplines, with individual responsibilities delineated. For a week in March, the consultants met daily at Fordham University. Although most of this time was spent in committee work on the specific course blocks, large group meetings were held to insure that ideas would be shared and that the scope and sequence would be logical.

Following this week, each committee met individually to complete the first draft of the working papers. In April, the entire group met again at Fordham to evaluate each committee's report. Ideas were offered as to how each committee could clarify, simplify, or enlarge its report. Individual committees then met for final revision of the materials.

PUBLICATIONS

"The Preparation of Urban Teachers: A Syllabus." AACTE, Washington, D.C.

OUTCOMES

- Publication of a syllabus with extensive bibliographical, professional and classroom materials for four courses:
- Children and Youth in Urban Schools
- Learning and Teaching: Emphasis on early childhood
- Learning and Teaching: Emphasis on middle grades
- Learning and Teaching: Secondary School

TITLE

Preparing Teachers of Disadvantaged Children: A Survey of Characteristics of Elementary Education Programs in Texas and Louisiana (Phase I)

FOCUS

research

DIRECTOR

Edwin Hindsman, *Southwest Educational Development Laboratory, Austin, Texas*

INSTITUTIONS

Southwest Educational Development Laboratory, Austin, Texas
Texas Education Agency
Louisiana State Department of Education
Respondent institutions in Texas, Louisiana

OBJECTIVES

- To determine the nature and extent of efforts in colleges, universities, and public schools to help elementary teachers and prospective elementary teachers deal with the problems of educating disadvantaged children.

PROGRAM

The IIPD project funds supported the first phase of a three-phase project of the Southwest Educational Development Laboratory. This first phase was a comprehensive study of professional and paraprofessional personnel who work with the disadvantaged, of preservice and in-service staff development programs. The second phase focused on dissemination of findings through conferences, seminars, and other media that included a published report, with a condensation designed for wider distribution. The third phase involves the design of prototype preservices and in-service staff development programs with initial emphasis on in-service staff development.

For the first phase, data-collecting instruments were designed to determine whether the knowledge gleaned from research has been incorporated into preservice and in-service teacher education programs, and into elementary school curriculum.

The research phase was divided into (a) a public school survey; (b) a college and university survey; and (c) a teacher education survey.

OUTCOMES

(See publications)

PUBLICATIONS

"Preparing Teachers of Disadvantaged Children." A Survey of Characteristics of Elementary Teacher Education Programs in Texas and Louisiana. SEDL, Austin, Texas.

TITLE

Red River Valley Inter-Institutional Project for Exploration of Education of the Disadvantaged in Rural and Urban Areas and Relationship to Teacher Education

FOCUS

preservice education

in-service education

DIRECTOR

Charles Bruning, *University of Minnesota, Morris, Minnesota*

INSTITUTIONS

Augustana College, Sioux Falls, South Dakota
Bemidji State College, Bemidji, Minnesota
Concordia College, Moorhead, Minnesota
Mayville State College, Mayville, North Dakota
Moorhead State College, Moorhead, Minnesota
North Dakota State University, Fargo, North Dakota
Northern State College, Aberdeen, South Dakota
Sioux Falls College, Sioux Falls, South Dakota
South Dakota State University, Brookings, South Dakota
University of Minnesota, Morris, Minnesota
University of North Dakota, Grand Forks, North Dakota
University of North Dakota, Ellendale, North Dakota
Valley City State College, Valley City, North Dakota
Westmar College, LaMars, Iowa

PROGRAM

Each institution was asked to identify a team consisting of (a) an area classroom teacher related to the institution; (b) junior student in teacher education; (c) college instructor in teacher education; and (d) college instructor in another discipline. These teams of observers were sent into both an urban and a rural setting in order to obtain information, and to sensitize the participants to the subcultures of urban and rural poverty.

The first field experience was designed to involve the participants in the inner city. City schools in Cleveland, Ohio; Detroit, Michigan; Milwaukee, Wisconsin; Minneapolis, Minnesota; Omaha, Nebraska; and St. Paul, Minnesota, were visited. As an alternative, some participants elected to go to an Indian reservation, and a special school for delinquent boys to view and become involved in the process of educating other categories of disadvantaged youth. These other visitation sites were Rosebud Indian Reservation, Mission, South Dakota; Standing Rock Indian Reservation, Fort Yates, North Dakota; and Totem Town, Ramsey County Home for Boys, St. Paul, Minnesota.

The second field experience engaged all participants in a survey of poverty in a rural school district near their college. Each person was to obtain at least eight "long interviews" with persons classified in the poverty category according to the criteria that had been established for the program.

In addition to the one-week site visits and the survey, there were numerous meetings for orientation, and for discussion of the discoveries, insights, and further implications for teacher education.

Among the materials supplied to the participants was a field experience guide, with a bibliography designed to stimulate discussion.

OBJECTIVES

- To develop a model for inter-institutional developmental projects, specifically for the disadvantaged child.
- To cause greater awareness of problems and concerns in the teaching or rural and urban disadvantaged.
- To explore a designed field experience with emphasis on disadvantagement as an alternative to present teacher education group experiences.
- To explore the relationship between rural and urban disadvantaged youth.
- To explore the possible relationship of teaching the disadvantaged to teaching children in general.

PUBLICATIONS

"A Field Experience Guide." AACTE, Washington, D.C.

OUTCOMES

- Extension of the program to include administrators of public schools, community leaders, and college faculty.
- Improvement of dissemination of information about the cooperative program.
- Intensified planning for earlier student teaching, and tutoring experience for students.
- The establishment of a city center for student teaching and tutoring, sponsored jointly by the participating universities.
- Plans for an institute for teachers of teachers under Title XI (NDEA).

TITLE

Sausalito Teacher Education Project (STEP)

DIRECTOR

James Bixler, *University of California, Berkeley, California*

FOCUS

preservice education

INSTITUTIONS

San Francisco State College
Sausalito School District
San Francisco Unified School District

OBJECTIVES

- To experiment with a new program design which joins the college and the school districts in responsibility for preservice and in-service education, pupil development, and community interaction.
- To test the concept of establishing off-campus Teacher Education Centers.
- To experiment with change in curriculum designed to focus upon instructional tasks more directly related to classroom experience.
- To parallel the teacher education program with the district school calendar year to give students a picture of the full-year teacher schedule.
- To make greater use of counseling sessions.
- To use video tape for self or team analysis of teaching activities.
- To develop and test instruments, techniques, and materials geared to meet particular pupil needs.
- To plan a teacher education environment for development of "sensitivity and flexibility."
- To record findings in publication or in audiovisual forms to share with those interested in revitalizing teacher education.

PROGRAM AND OUTCOMES

STEP encompasses grades K-8 and an articulation program with the secondary grades. STEP teacher candidates and STEP faculty (from SFSC) plan, study, and teach in a STEP Education Center on a campus in an operating school district.

The STEP Program covers—

1. Direct student experience in the classroom from September through summer school, as teacher assistants, student teachers, and teacher interns;
2. Instruction and curriculum concurrent with and related to direct experience in the classroom, through seminars, small group conferences, and individualized attention;
3. Weekly counseling sessions of students to explore and develop the self image along with the professional image;
4. In-service education activities for the classroom teachers to parallel and/or complement the pre-service program;
5. An evaluation and research program to assess the progress of STEP and to develop new instruments;
6. A communications and community relations program to gather and share professional information; to inspire and involve the community in the effort to change and improve education, including special adult education type sessions for educationally "deprived" parents;
7. A New Careers program designed to seek out deprived pupils or students who could be potential teachers; to help them into college through the SFSC-STEP work-study program; and to help them stay in college, and eventually to become effective teachers;
8. Innovative use of media in teacher preparation; Still photography, slide series, film strips, and recordings illustrate and test sensitivity to pupil response. Video is used to teach techniques and to cover the students' wrogress with children, and immediate playback is used for self- and peer analysis, and cooperative evaluation by students and faculty.
9. A unique professional and curriculum materials center with a wide variety of instructional units, kits, literature, new experimental materials, all used by the students and the teachers in relation to the correlated seminars and direct experience in the classroom.

The bulk of the support of STEP is from California Compensatory Education, which has selected STEP as a major teacher education project to be funded on a continuing basis. Special aspects of the STEP program, such as social studies curriculum and in-service education, have been funded by NDEA Title XI.

PUBLICATIONS

"Something That's Happening: The Sausalito District." STEP, Berkeley, California.

FOCUS

curriculum development

TITLE

Seminar: Exploration of Content and Experiences in the Preparation of Teachers for Urban Centers

DIRECTOR

Robert R. Rath, *Northwest Regional Educational Laboratory, Portland, Oregon*

OBJECTIVES

• To involve teacher training institutions and the public schools in a joint effort to bring about appropriate improvements in teacher training, and specifically, to interest them in sponsorship of pilot projects to this end.

INSTITUTIONS

Northwest Regional Educational Laboratory, Portland, Oregon
In Washington:
Central Washington State College
Pacific Lutheran University
Eastern Washington State College
Seattle Pacific College
Seattle University
University of Puget Sound
University of Washington
Washington State University
Western Washington State College
Fort George Wright College
Gonzaga University
St. Martins College
Walla Walla College
Whitman College
Whitworth College
Washington Education Association
Seattle Teachers Association
Seattle Federation of Teachers
Spokane Education Association
Tacoma Association of Classroom Teachers
Twenty-six school districts

PROGRAM AND OUTCOMES

A series of meetings was held (November, 1966-March, 1967) with representatives from the cooperating institutions, culminating in a two-day seminar in Seattle. Preceded by a one-day session in leadership training, the seminar included among its topics the following:

What are the crucial problems in teacher preparation for urban centers?

What content and experiences should be provided for in preparation of teachers for urban centers?

What are alternative models for teacher preparation?

What are the crucial gaps or restrictions between the content and experiences provided for and the alternative models used?

What interventions could be planned to overcome the gaps? By what group?

PUBLICATIONS

Internal reports.

TITLE

Senior College Cooperative Program in Teaching Disadvantaged Youth

DIRECTORS

Roscoe A. Boyer, *University of Mississippi, Jackson, Mississippi*
Gabrielle Beard, *University of Mississippi, Jackson, Mississippi*

FOCUS

preservice education

in-service education

INSTITUTIONS

In Mississippi:
Alcorn Agricultural and Mechanical College
Belhaven College
Blue Mountain College
Delta State College
Jackson State College
Millsaps College
Mississippi College
Mississippi Industrial College
Mississippi State College for Women
Mississippi State University
Mississippi Valley State College
Rust College
Tougaloo College
University of Mississippi
University of Southern Mississippi
William Carey College

OBJECTIVES

• To plan, and to begin a cooperative program involving the teacher learning faculties at the senior institutions of higher learning in Mississippi.

PROGRAM

The first phase of the program began January, 1967, with a meeting of the department chairmen or deans of education in the sixteen institutions. After agreement as to the program's objective, the Bureau of School Services, University of Mississippi, was instructed to prepare an implementation proposal.

The second phase consisted of two one-day regional meetings which brought together the administrative heads and two faculty members of each of the teacher training divisions in the colleges and universities, thereby constituting a group of 48 key persons. Also invited to these meetings were six public school teachers of disadvantaged youth, two administrators of community service agencies, and two public school administrators. The purpose of these meetings was to explore which objectives in teaching disadvantaged youth could be supported with the resources being made available by the National NDEA Institute for Advanced Study in Teaching Disadvantaged Youth.

During the months of March and April these 48 key persons in teams of three, visited schools and community agencies associated with disadvantaged youth. These visits (48 in all) enabled the educators to observe school programs and to interview persons in order to secure relevant data on how colleges might better train teachers. Concurrent with the visits into the communities, certain experienced and knowledgeable workers whose insights were believed to be relevant to the teacher training program, were invited to come to the college campuses to meet informally with faculties or student groups.

Using the recommendations of these persons, the Bureau of School Services, University of Mississippi, prepared and submitted a proposal based on these two concerns to the U.S. Office of Education. The program was approved and became operational September 1, 1968.

OUTCOMES

• The approval of a 52 week inter-institutional program for preservice and in-service education of teachers of the disadvantaged. This program organizes 36 teams of teachers of teachers (professors from all Mississippi teacher training institutions) in normal classroom meetings so that regular classroom teachers can observe and consult with them. Each team will spend a minimum of eight days in demonstration and consultation. The program's second purpose is to develop a systems approach in determining the school's role in problems relating to disadvantaged youth. This approach will attempt to coordinate the total teacher training program with economic, health, labor, political, and social agencies.

• The creation and implementation of the Mississippi Council on Early Childhood Education. The Council is the first state-wide agency reflecting cooperative planning of all major groups who are active in early childhood education.

PUBLICATIONS

Internal reports.

FOCUS

faculty development

TITLE

Sensitization Training Program for University Professors to the Sociological, Psychological, and Educational Problems of Disadvantaged Youth.

DIRECTOR

Jess M. Walker, *Western Michigan University, Kalamazoo, Michigan*

OBJECTIVES

• To improve the competencies of university faculty in the preparation of teachers. This is expressed as the first major purpose—of six—in the University's total program of preparing teachers for the disadvantaged: to re-educate and reorient a limited number of college professors from several disciplines to participate in further teacher preparation programs for disadvantaged youth, both at this university and elsewhere.

INSTITUTIONS

Western Michigan University, Kalamazoo, Michigan

PROGRAM

Nine college professors from the disciplines of sociology, psychology, and anthropology participated in the program full time during spring and summer session, 1967. Part of their time was spent working with preservice and in-service students, under the guidance of the project director and his assistants. Each faculty member devoted the remainder of the time to research and study and to the development of his own background and procedures. He attended the seminar sessions, participated in the laboratory experiences, and conducted research, in an effort to determine how to prepare teachers effectively to work with the disadvantaged. In addition to extensive reading in this field, each man was expected to participate or teach in ongoing programs for the disadvantaged during the summer. Field trips and home visits were planned in order to increase the individual professor's understanding of the ecology of the poor.

This program for college faculty is one component in a program planned for the orientation of elementary and secondary school administrators, Spanish-speaking graduate students who will serve in schools for migrant children, and public and private school teachers who are presently teaching in classrooms containing large numbers of disadvantaged children and youth.

Half of the program is devoted to seminar sessions designed to probe more deeply into the educational problems, the background, and the behavioral patterns of migrant children and youth. The final part of the program will involve the participants in full-time employment in programs provided for migrant children by school districts in southwestern Michigan.

PUBLICATIONS

Internal reports

OUTCOMES

• The sensitization of the college professors to the disadvantaged youth; and the subsequent restructuring of course content of teacher education programs.

TITLE

Special Program for Urban Teaching (SPURT)

FOCUS

preservice education

DIRECTOR

Lawrence Kenyon, *Montclair State College, Upper Montclair, New Jersey*

INSTITUTIONS

Montclair State College, Upper Montclair, New Jersey
Paterson, New Jersey Public Schools
Paterson, New Jersey Social Agencies

OBJECTIVES

- To prepare teachers with greater understanding of and skills in working with disadvantaged children.
- To create greater awareness of the problems of urban teaching in both faculty and students.
- To create better communication and understanding between local school and social agency personnel and the college staff and students.

PROGRAM

As developed by the faculty committee, SPURT was set up as a pilot project to be carried out over a five-year period. Three groups of sophomore students were to enter the program the second semester of their sophomore year, continuing for five semesters. The first group started in February, 1967, and the third group will enter the program in February, 1969.

Three major thrusts were included in the plans: an emphasis on group dynamics and sensitivity training; extensive field work, both in schools and in social agencies; two courses in each of the four semesters preceding student teaching, each emphasizing the background and techniques necessary for urban teaching.

The group dynamics emphasis was provided by a three day workshop in a campus setting held for the interested faculty and students in the first group. Students were also required to take a semester course, "Individual and Group Dynamics."

A minimum of six hours field work per week is required for the first four semesters of the program. The first group started field work in a variety of social agencies; then moved into the Paterson secondary schools as teacher assistants the second semester; then back to social agencies the third semester. Next fall these students will again return to a variety of school situations, including tutoring. During the final semester they will complete the regular ten-week period of student teaching required of all teacher candidates at Montclair State.

The course work has included four required education courses, two required social science courses, one elective education course, and one elective home economics course. The academic aspect of the program was developed to fit college and state requirements for graduation and certification.

In addition, the funds from the National Institute grant enable SPURT to sponsor four workshops for faculty, representatives of social agencies and public schools, and students.

OUTCOMES

- Twenty-five students entered the program in the spring of 1967. Thirty-one students entered with the second group in February, 1968, while one withdrew within a few weeks. In the spring of 1969, SPURT'S enrollment is expected to double.
- An Urban Education Committee has been organized in the education department, at least partly as a result of the SPURT program, and additional personnel with backgrounds in urban education have been added to the staff.
- The advisory committee for SPURT has recommended that a full-time position be created for developing and coordinating current projects in urban education.

PUBLICATIONS

Internal reports.